

DAY 2 Agenda

- Together Annotation #1: Faking Cultural Literacy
- Argument Map IN GROUPS
- The Précis

Current Date: TH 9/28, Day 2

Day		Work
1	Our First Class T 8/26	Welcome! Course Overview DUE: Review the Syllabus and sign the Syllabus Agreement on Blackboard
2	Th 8/28 <i>Start Unit 1: What is the influence of the media in shaping cultural perceptions?</i>	DUE BEFORE CLASS: Print Reading #1: Faking Cultural Literacy We will annotate in class.
		Labor Day No Class 9/1
3	T 9/2	DUE BEFORE CLASS: Print and annotate Reading #2: We Don't Have to Give in to the Smartphones Annotation #1 checked in class: Faking Cultural Literacy PRECIS #1 DUE TONIGHT: Faking Cultural Literacy
4	Th 9/4	PRECIS #2 DUE TONIGHT: We Don't Have to Give in to the Smartphones

UNIT 1 START

Essay #1

UNIT 1: What is the influence of
media in shaping cultural
perceptions?

Objectives:

10:00

Classwork Today

- Setting up a ENG folder.
- Together Annotation #1.
- Argument Map IN GROUPS.
- Precis Template.

Day
2



The White Board Report

1	2	3
What kind of relationship do you have toward reading and writing?	Why is reading and writing important?	Have you annotated before?

Say Hi

Feel like you don't know what to talk about with people?
Feel like you are shy or awkward?

THAT'S OKAY!

I have a tip!

**ASK A
QUESTION**



Questions for our Setting

- What year are you?
- Are you a commuter or do you live on campus?
- Do you have any 8 AMs? Awhh that's rough!
- So what do you think about this crazy instructor?
- What are the stickers on your computer?
- Do you like writing or math better?
- Are you joining any clubs? Sports? Etc?
- Just ask questions.

Ask how their
day has been.

Ask what
music/movies they like

Ask what their relationship to
reading and writing has been
like....good/bad/ in between/ why?

Conversation Skills



Conversation Skills



Conversation Skills

Phubbing is the act of snubbing someone you're talking with in person in favor of your phone. Quite simply, it's phone snubbing.

It's a combination of the words "phone" and "snubbing"

Phubbing is a threat to four “fundamental needs,” Those core needs are:

1. belongingness
2. self-esteem
3. meaningful existence
4. control

When someone phubs you, you may feel rejected, excluded, and not important. That can have a significant impact on your mental health.

Conversation Skills

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Here are three signs you may be a phubber:

- 1. You carry on two conversations at once, on your phone and in person.** You're likely doing neither very successfully, and you're most certainly phubbing.
- 2. You immediately bring your phone out at dinner or other social settings.** Putting your phone beside your plate "just in case" is a warning sign that you'll soon be phubbing. Plus, you don't even have to touch your phone during a conversation for it to negatively impact your relationship. One [study](#) found that just the presence of the phone made people feel less connected.
- 3. You can't get through a meal without checking your phone.** The fear of missing out is real — a real sign you're phubbing.

Conversation Skills

Identifying Phubbing in Your Life

The first step to tackle this issue is acknowledging the presence of phubbing in your life. In order to prevent phubbing and social media from negatively impacting your life, you must identify the instances it happens in your life. Indications of a phubber include:

- Prioritizing phone usage over interacting with others
- Checking the phone during conversations
- Using the phone as a means of distraction from real-life situations

If you find yourself or someone else displaying these behaviors, it's time to take a step back and reassess your communication habits.

Phubbing can lead to the following consequences:

- Emotional detachment
- Impaired communication
- Reduced relationship contentment
- Perceptions of disrespect or lack of interest, especially among romantic partners

Conversation Skills

Conversation Starters

- ✓ Always begin with your name
- ✓ Offer a genuine compliment
- ✓ Ask something of the person (e.g. relationship to the host of the event or the organization)
- ✓ Find out about the person's hometown or workplace
- ✓ Refer to nametag for clues (e.g. company, department, position, hometown)
- ✓ Ask something you would like the other person to know about you

Conversation Skills

My favorites:

- **How is your day going?**
- **Did you enjoy_____?**
- **What do you think about this weather?**
- **Anything fun happened last weekend?**
- **How are your classes going?**
- **What are some of your hobbies or interests?**

Conversation Skills

Tips

- ✓ Maintain appropriate eye contact
- ✓ Use active listening skills to get clues about what to ask
- ✓ Stick with open-ended questions
- ✓ Use the “yes, and” technique when asked a yes or no question (e.g. Q: Do you like your major? A: Yes and I’m particularly interested in doing research with a faculty member this year. What do you think about...)

Conversation Skills

Situations	Conversation Starters
Workplace	▪ "How was your commute in this morning?" ▪ "Do you have any ideas to help kick off this project?" ▪ "What are your priority tasks that need attention right now?" ▪ "Is there anything I can do to help you with _____ project?" ▪ "I could really use your input/advice on _____ project."
At a party	▪ "How do you know (host's name)?" ▪ "Are you enjoying yourself?" ▪ "I really like your outfit. Where did you get it?" ▪ "This music is interesting. What kind of music do you usually listen to?" ▪ "Let's head over to the food/drink table."
One on One	▪ "How are you doing?" ▪ "Are you enjoying your day/week?" ▪ "How did you get involved in (activity)." ▪ "The weather is _____ today." ▪ "What are you up to today?" ▪ "Hope you're staying safe and well."
Replies (all settings) **NOTE: Make sure you are listening carefully to ensure these are applicable to the conversation topic*	▪ "That's good." ▪ "Really?" ▪ "That sounds interesting." ▪ "Thanks for the feedback/insight." ▪ "Good, glad to hear it." ▪ "Wow."

Conversation Skills

Fleming (2013) has come up with an acronym called ARE to use when facilitating small talk and starting a conversation with different individuals. The acronym is structured as follows:

A NCHOR: An observation on your mutual shared reality (i.e., something that you both are experiencing and witness to). This is dependent on the setting you encounter the individual in. For instance, if you encounter them at the grocery store, you could remark on the items that are currently on sale or a product you are both buying.

R EVEAL: Say something that connects you to the anchor (i.e., "I found these melons for a better price last week at X store"). You can also use a story or experience to help connect yourself to the conversation.

E NCOURAGE: Keep the conversation going by asking a question. The question can be open-ended (i.e., "what do you think?") or more specific ("have you found a better price?").

Conversation Skills

Imagine you are having a conversation with someone new. Using the **ARE** method, write some points you would use in the conversation.

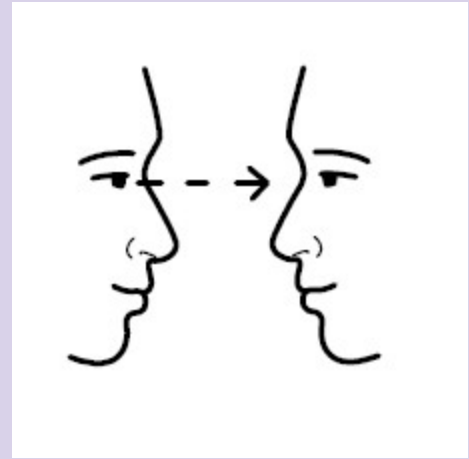
Situation:

A:

R:

E:

Conversation Skills



In Common (and) Not?

1. Put students in pairs.

10 Pairs

7 Pairs

2. Pairs work together to **determine three things they have in common and three things that are different between them.**

3. Students write the 6 items down and later report to the class or a larger group.

In Common (and) Not?

Hi, I am Prof Murphy!

What are some of your hobbies?

Do you like any particular foods?

Movies? Interests? Sports?

Academics?

Speaking With Others

What was the shared experience or setting that I could have used as a bridge?

What experience or story could I have used to provide more detail?

What question(s) could I have asked the other person to better engage them?

Culture Name Tags

Computer Work

Digital Tools Tour

- Blackboard
 - Syllabus
 - Calendar
 - Modules
 - Turning in assignments
- Email
 - How to send an email
 - Why send your professor an email

Set Up a ENG Folder!!!



Move Precis
Template in
the folder.

Step 1: Annotating Guidelines

1. Read the op-ed once.
2. Number each paragraph chronologically.
3. Reread and fully annotate the piece.
 - a. **The title.**
 - i. Draw a box around it.
 - ii. Write two alternate titles for the piece.
 - b. **The thesis.**
 - i. Draw a two-line box around it.
 - c. **The tip-off words.**
 - i. Circle all verbs, adverbs, and adjectives that imply or explicitly convey the writer's attitude/tone.
 - d. **The opening and closing paragraphs.**
 - i. In a few words, summarize in the margin how the opening paragraph relates to the argument of the editorial—the author's chief criticism.
 - ii. Then turn to the closing paragraph: What does it accomplish for the writer? -How should we act?
 - e. **Unfamiliar words.**
 - i. Write the definitions of unfamiliar words next to the words themselves.
 - f. **Unfamiliar and half-familiar references.**
 - i. Briefly indicate in the margin what a reference means and how the reference clarifies and supports the writer's argument.

The New York Times

November 23, 2012

Why We Love Politics

By DAVID BROOKS

We live in an anti-political moment, when many people — young people especially — think politics is a low, nasty, corrupt and usually fruitless business. It's much nobler to do community service or just avoid all that putrid noise.

I hope everybody who shares this anti-political mood will go out to see "Lincoln," directed by Steven Spielberg and written by Tony Kushner. The movie portrays the nobility of politics in exactly the right way.

It shows that you can do more good in politics than in any other sphere. You can end slavery, open opportunity and fight poverty. But you can achieve these things only if you are willing to stain your own character in order to serve others — if you are willing to bamboozle, trim, compromise and be slippery and hypocritical.

The challenge of politics lies precisely in the marriage of high vision and low cunning. Spielberg's

"Lincoln" gets this point. The hero has a high moral vision, but he also has the courage to take morally hazardous action in order to make that vision a reality.

To lead his country through a war, to finagle his ideas through Congress, Lincoln feels compelled to ignore court decisions, dole out patronage, play legalistic games, deceive his supporters and accept the fact that every time he addresses one problem he ends up creating others down the road.

Politics is noble because it involves personal compromise for the public good. This is a self-restrained movie that celebrates people who are prudent, self-disciplined, ambitious and tough enough to do that work.

The movie also illustrates another thing: that politics is the best place to develop the highest virtues. Politics involves such a perilous stream of character tests: how low can you stoop to conquer without destroying yourself; when should you be loyal to your team and when should you break from it; how do you wrestle with the temptations of fame — that the people who can practice it and remain intact, like Lincoln, Washington or Churchill, are incredibly impressive.

The movie shows a character-building trajectory, common among great politicians, which you

Politics, High and Low
"The Ends and Means of Politics"
"The Heroism of Damaged Goods"

compromise of politicians

Washington or Churchill are incredibly impressive.

prime minister of Britain during WWII

Why We Love Politics - NYTimes.com

4/12/13 3:56 PM

wisdom emerges precisely from the fact that he's damaged goods.

Politics doesn't produce many Lincolns, but it does produce some impressive people, and sometimes, great results. Take a few hours from the mall. See the movie.

MORE IN OPINION (1 OF 23 ARTICLES)

Op-Ed Contributor: Save Wounded Knee

Read More »

Refutation of standard dislike with extended counter-example: Lincoln. Entreaty to reconsider and learn from the movie. Acknowledgment that both Lincoln and great results are hard to come by.

Jump Start ⚡



Assignment: Argument
Map

Groups: 4 groups of 3

1. Take care to read each section of the argument map.
2. What is the subject of the op-ed?
3. What is the writer criticizing?
4. What is the writer recommending?
5. What is the evidence in support of the writer's argument? Make sure to include paragraph numbers!
6. What is the purpose of the op-ed?
7. Who is the audience of the op-ed?
8. Why do you think we fill out the argument map?

Complete Argument Map in Groups—6 Groups of 3

Argument Map

Author of the Op-Ed:

Title:

Date:

Publication:

The subject of the Op-Ed	
What is the Writer Criticizing?	
What is the Writer Recommending?	
Evidence in support of the writer's argument (List paragraphs that contain evidence. Briefly and precisely summarize the evidence. It might be helpful to group the evidence by category, e.g. "statistical evidence," "studies," "personal experience," etc.)	
Purpose of the Op-Ed	
The audience for the Op-Ed	

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HOMEWORK

Due BEFORE Next Class:

1. Print: UNIT 1 Packet OR ALL READINGS

2. Due 9/2

- **BEFORE CLASS STARTS Annotation 2: We Don't Have to Give into Smartphones**
- **Precis #1 Due Faking Cultural Literacy (we will work in class)**

Current Date: TH 9/28, Day 2

STOP